



NC DSS FAMILY SUPPORT AND CHILD WELFARE SERVICES

STATEWIDE TRAINING PARTNERSHIP

*Delivering competency-based, job-relevant, accessible training
for North Carolina's child welfare social workers*

2003 Year-End Training Report

April 2004

Developed by

JORDAN INSTITUTE FOR FAMILIES
UNC-CH SCHOOL OF SOCIAL WORK,
AND THE STAFF DEVELOPMENT TEAM,
FAMILY SUPPORT AND CHILD WELFARE SERVICES SECTION
NC DIVISION OF SOCIAL SERVICES

CONTENTS

<i>Executive Summary</i>	2
<i>NC Children's Services Statewide Training Partnership</i>	3
1. North Carolina Child Welfare Competencies	6
2. North Carolina Child Welfare Curriculum Structure and Delivery	7
3. Individual Training Competency Assessment	11
4. NCDSS Staff and Contract Trainers	12
– Recruiting and Selecting Contract Trainers	
– Developing Training Skills	
5. Curriculum Revision, Development, and Other Tools	13
– Curriculum Revision	
– Curriculum Development	
– Other Tools for Learning	
– Other Training Initiatives	
6. Children's Services Regional Training Centers	16
7. Child Welfare Training Evaluation System	16
– Assessment of Trainee Satisfaction	
– Assessment of Learning in Pre-Service Training	
– Evaluation of PST Transfer of Learning System	
– Evaluation of Cornerstone II Training	
8. Collaborative Partnership	18
– Statewide Training Advisory Committee	
– Family-Centered Supervisors' Training Advisory Committee	
– Statewide Training Database System	
– Multiple Response System Reform Effort	
9. Transfer of Learning System	21
10. Education Collaborative	22
11. Appendices and Tables	25
Appendix A: Members of the Partnership	Table 1: Training Events and Days Delivered During 2003
Appendix B: Members of the Advisory Committee	Table 2: Individuals Registering for One or More Training Events
Appendix C: Regional Training Centers	Table 3: Registrants from County DSS's by Curriculum
Appendix D: Curriculum Structure	Table 4: Registrants from Other Agencies by Curriculum
Appendix E: Ten Partnership Goals	Table 5: Registrants by County DSS
Appendix F: Curriculum Descriptions	Table 6: Registrations Received and Training Events Scheduled at the Regional Training Centers in 2003
Appendix G: Training Statistics Across North Carolina	

EXECUTIVE SUMMARY

The purpose of this report is to update stakeholders on the progress we have made in the development of North Carolina's child welfare training system during 2003. By issuing this report, the North Carolina Division of Social Services Family Support and Child Welfare Services Statewide Training Partnership hopes not only to answer your questions but to provide information that will generate new questions and new ideas for promoting a positive learning environment for our state's child welfare workers.

As the chart below makes clear, the partnership provided many training opportunities for staff in county departments of social services and other community agencies throughout North Carolina during 2003.

Key Statistics	1998	1999	2000	2001	2002	2003
Number of curricula offered	24	34	43	47	50	50
Number of training events offered	170	222	285	285	252*	329
Number of the above training events offered at the regional training centers	58	164	213	218	188*	191
Number of training days delivered	717	1,078	1,162	1,281	1,127*	1267
Times the training <i>Child Welfare in North Carolina</i> (the Pre-Service) was offered	20	43	39	44	41	42
Number of registrants from County DSS	5,959	6,390	6,419	5,262	4,657	7596
Number of registrants from other agencies	342	651	1,112	983	950	987

*Reduction due to inclement weather and budget cuts

Highlights for 2003

- **191** of 329 training events were offered at the partnership's regional training centers; this accounted for **58%** of partnership training events.
- **504** of 1,267 training days were devoted to pre-service training; this accounted for **40%** of the total number of training days.
- **635** child welfare and other human services workers, and foster/adoptive parents attended the partnership's three-day conference, "Light the Spark, Ignite the Spirit"; these participants are not included in the attendance figures featured in the table above.
- **All** North Carolina's 100 county departments of social services were served by the partnership's training events.

The North Carolina Division of Social Services is proud of our accomplishments during 2003, the fourth year of a five-year effort to reach our vision: ***A North Carolina child welfare training system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for children's services workers.***

NORTH CAROLINA DIVISION OF SOCIAL SERVICES CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP

Mission

The NC Division of Social Services Children's Services Section has developed the Children's Services Statewide Training Partnership (CSSTP), whose mission is to develop, implement, and evaluate a responsible, accessible training and educational system and to achieve a competent child welfare workforce committed to ensuring safe, permanent, nurturing families for children at risk of abuse, neglect, or dependency. To support its mission, this partnership seeks the following outcomes:

- Service providers who demonstrate the knowledge and skills necessary to help families and children achieve safety and timely permanence.
- Service supervisors and managers who demonstrate the knowledge and skills necessary to help service providers achieve successful outcomes.
- Training programs and other learning resources that are open and accessible to community agencies and staff members.

History

The NC Division of Social Services began providing training to county departments of social services' children's protective services (CPS) social workers in 1985 through a federal child abuse and neglect grant. Effective FY 1987–88, the training model that was developed through the federal grant was integrated into the regular state budget through a state appropriation specifically designated for CPS training. This funding created two consultant/trainer positions and one clerical position. Over the next six years, the training that was developed and provided to CPS social workers was related to CPS policy and practice, legal aspects of child protective services, and medical aspects of child maltreatment.

In 1991 Governor James G. Martin made this training mandatory through Executive Order 142, "Children's Protective Services." To provide this training, the Division received funding for three additional training positions and an additional clerical position. In 1993, the Division added the requirement that staff members attend risk assessment training. In 1997, attendance at the curricula *Child Development in Families at Risk* and the *Effects of Separation and Loss on Attachment* also became required.

In 1995, the General Assembly passed 131D-10.6A. This law required foster care and adoption social workers to receive 84 hours of pre-service training and 18 additional hours of in-service training annually thereafter. It also required that foster parents receive 30 hours of training prior to licensure and ten hours of in-service training annually thereafter. In order to implement this law, two additional trainer positions were added, one in foster care and one in adoption. These two trainers focused primarily on ensuring that foster and adoptive parents receive the required training. A contract with the North

Carolina Family and Children's Resource Program, part of the Jordan Institute for Families within the University of North Carolina at Chapel Hill School of Social Work, was initiated to provide mandatory training to foster care and adoption social workers.

In August 1997, the General Assembly passed a law that made pre-service (prior to direct client contact) and in-service training mandatory for all county DSS child welfare services staff and supervisors. This law was amended in 2000:

“G.S. 131D-10.6A. Training by the Division of Social Services required.

- (a) The Division of Social Services, Department of Health and Human Services, shall require a minimum of 30 hours of pre-service training for foster care parents either prior to licensure or within six months from the date a provisional license is issued pursuant to G.S. 131D-10.3 and a mandated minimum of 10 hours of continuing education for all foster care parents annually after the year in which a license is obtained.
- (b) The Division of Social Services shall establish minimum training requirements for child welfare services staff. The minimum training requirements established by the Division are as follows:
 - 1) Child welfare services workers shall complete a minimum of 72 hours of pre-service training before assuming direct client contact responsibilities;
 - 2) Child protective services workers shall complete a minimum of 18 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - (3) Foster care and adoption social workers shall complete a minimum of 39 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 4) Child welfare services supervisors shall complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 5) Child welfare services staff shall complete 24 hours of continuing education annually.

The Division of Social Services may grant an exception in whole or in part to the requirement under subdivision (1) of the subsection to child welfare workers who satisfactorily complete or are enrolled in a masters or bachelors program after July 1, 1999 from a North Carolina social work program accredited pursuant to the Council on Social Work Education. The program's curricula must cover the specific pre-service training requirements as established by the Division of Social Services.

The NC Division of Social Services shall ensure that training opportunities are available for county departments of social services and consolidate human service agencies to meet the training requirements of this subsection.”

In 1997, in order to provide the additional pre-service and in-service training required by this law, the NCDSS Children’s Services Section reorganized to create the Staff Development Team, which operates as the central management organization for child welfare training in North Carolina.

In 1998, the Staff Development Team named the training program, “The Children’s Services Statewide Training Partnership” (*see Appendix A*), to reflect its collaborative structure. Guided by a Statewide Children’s Services Training Advisory Committee (*see Appendix B*) and in partnership with North Carolina’s community colleges, the CSSTP also created four regional training centers. These centers are located on the campuses of Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston (*see Appendix C*). That same year also saw the development of a statewide training database, a curriculum structure (*see Appendix D*), and collaborative relationships with the University of North Carolina system, as well as with private training providers.

Since then, the General Assembly has allocated funds to create a fifth regional training center to serve southeastern North Carolina. The development of the fifth regional training center in Fayetteville, located at the Cumberland County Department of Social Services, began in 2001.

Vision

In 1998, the Family Support and Child Welfare Services Statewide Training Advisory Committee (STAC) guided the CSSTP in creating a Five Year Vision Plan (1999–2004) based on the belief that standardized, competency-based foundation and advanced practice training must be provided to all children’s services staff. This vision is of a **North Carolina child welfare system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for child welfare workers.** This vision is to be driven by the accomplishment of ten clearly defined goals (*see Appendix E*).

In pursuit of these goals, in 2003 the partnership continued to develop the following: a structure for creating and delivering curricula, a tool individuals can use to assess their personal training needs, an automated system for tracking training data, a pool of competent trainers, a plan for revision and development of curricula, functional regional training centers, a training evaluation system, a partnership administrative structure, a transfer of learning system, and a collaborative education program.

1. NORTH CAROLINA CHILD WELFARE COMPETENCIES

“To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.” (Goal One)

In 1998, the CSSTP made the decision to build a competency-based training system. For each curriculum we write, curriculum writers begin with a list of competencies consisting of the knowledge and skills workers need in order to succeed in the various roles of child welfare social work. As the CSSTP moves forward with curriculum revisions, evaluative efforts, and transfer of learning strategies, we must ensure that a comprehensive and current list of child welfare competencies is available for each course we develop and teach. This goal has required on-going efforts and has been particularly important in two projects this year.

During 2003, the Competency Database and Management System neared completion. The purpose of this database is to facilitate the organization of the universe of child welfare competencies. This system provides the organizational framework by which competencies can be mapped to curriculum and job functions. It also provides a mechanism by which training administrators will be able to search, review, and edit competencies according to level and link them to social workers’ job functions and child welfare curricula.

In 2003, the Family Support and Child Welfare Services Staff Development Team reviewed the ‘Universe of Competencies’ to ensure that each competency was clearly worded, there no literal or conceptual duplication of competencies, and that attributes were properly assigned where applicable. The competency database was used to develop a competency matrix for two curricula. Remaining effort will center on finalizing standardization of the ‘Universe of Competencies’ and placing the competency matrix into operation. A plan was developed in which NC Family and Children’s Resource Program (FCRP) will assume leadership in defining and implementing a standardized method of articulating and writing Competencies; in assisting statewide partnership in developing a standard for breaking curriculum into basic elements to which a competency can be linked; and developing policy and procedures for how Competency Management System is to be utilized in future curriculum development.

In 2003, FCRP developed a plan to continue editing and organizing the competencies by evaluating and recommending changes as needed to the wording and sentence structure of NC child welfare social worker competencies to ensure that competencies are defined in accordance with policies and procedures. Also in 2003, FCRP began development of a process for reviewing the list of NC child welfare job functions in the database to assess if any are missing from the list, confirm that each is stated correctly and is consistent with Division terminology; identify curricula with missing or incomplete competencies and compile an electronic list of competencies that are not presently linked to a curriculum; link competencies in Competency Database to job

functions and curriculum; and research and develop with feedback from the Department of Social Work at UNC-Greensboro a method for linking amount of time and Competency to a specific module of a curriculum via the competency matrix.

2. NORTH CAROLINA CHILD WELFARE CURRICULUM STRUCTURE AND DELIVERY

“To provide standardized pre-service and foundation level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.” (Goal Two)

Structure of Curricula

In 2003, the CSSTP continued to provide the required pre-service foundation and advanced level training for all new child welfare services employees based on the following curriculum structure:

100 Series training (Foundation Level Training). Social workers and social work supervisors with child welfare services responsibilities must complete 72 hours of pre-service training prior to having direct contact and/or assuming supervisory responsibility. Pre-service training is comprised of the curricula:

- *Child Welfare in North Carolina*
 - Foundations of Child Welfare (Week I)
 - Family Assessment (Week II)
 - Transfer of Learning (Week III)
 - Family Change Process (Week IV)
- *Family-Centered Practice Foundation in Family Preservation Programs*

200 Series, Tier 1 (Foundation Level Training). Social workers and supervisors must complete the 200 Series, Tier 1 training within one year of assuming a child welfare services position. These courses meet the required 18/39 hours of additional training within the first year of employment. The Tier 1 training is comprised of four curricula:

- *Child Development in Families at Risk (revised in 2003)*
- *Effects of Separation and Loss on Attachment*
- *Legal Aspects of Child Welfare Services*
- *Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals*

200 Series, Tier 2 (Specialized Training). Social workers and social work supervisors must complete the 200 Series, Tier 2 training, as it is applicable to their job functions, within one year of assuming a child welfare services position. These courses also meet the required 18/39 hours of additional training within the first year of employment. Tier 2 training is comprised of the following courses:

- *Adoptions in Child Welfare Services*
- *Case Planning and Case Management in Child Welfare Services (revised in 2003)*
- *Connecting with Families: Family Support in Practice*
- *Intake in Child Welfare Services (revised in 2003)*
- *Investigative Assessment in Child Welfare Services (not offered in 2003)*
- *LINKS 101 (formerly titled Adolescent Independent Living 101)*
- *Placement in Child Welfare Services (revised in 2003)*
- *Family-Centered Practice in Family Preservation Programs*
- *Foster Family Home Licensing in Child Welfare Services*

300 Series (In-Service Training). Social workers and social work supervisors, regardless of employment date, are required to have 24 hours of continuing education every year after their first year of employment. To help them meet this requirement the CSSTP offered the following courses in 2003:

- *2003 Multiple Response System Policy Training (implemented in 2003)*
- *Adolescent Independent Living Group Work*
- *Adult Mental Health Issues which Impact Families Served by Child Welfare*
- *Caution: Family Meeting Ahead! A guide for Social Workers Attending Family-Centered Meetings (implemented in 2003)*
- *Connecting with Families: Family Support in Practice*
- *Cornerstone I: Multiple Response Is System Reform: Key Strategies for the Future Direction of Child Welfare Services in North Carolina (implemented in 2003)*
- *Cornerstone II: What Is Good for Families Is Good for Workers: A Training for Child Welfare Supervisors (implemented in 2003)*
- *Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis*
- *Domestic Violence: An Overview*
- *Facilitator Training for Family-Centered Meetings: Getting Started (implemented in 2003)*
- *Facilitator Training for Family-Centered Meetings: Sharpening Your Skills (implemented in 2003)*
- *Financial and Legal Aspects of Adoption*
- *In the Best Interest of the Child: Making the Most of Visitation*
- *Interdependent Living (implemented in 2003)*

- *Introduction to Child Sexual Abuse in Child Welfare Services*
- *Introduction to Substance Abuse for Child Welfare Services*
- *Introduction to Supervision for Child Welfare Services*
- *IV-E: An Overview*
- *Model Approach to Partnerships in Parenting/Group Preparation and Selection (MAPP/GPS)*
- *Money Matters: Foster Care Funding Basics*
- *Partners in Change I: A New Perspective on Child Protective Services*
- *Partners in Change II: Putting Partnership Principles into Practice*
- *Setting the Stage for Family-Centered Meetings: County Orientation*
- *Shared Parenting*
- *Structured Decision Making Assessments in Child Welfare*
- *Supporting Partnerships (implemented in 2003)*
- *The Emotional Aspects of Termination of Parental Right*
- *Understanding and Intervening in Child Neglect*
- *Understanding Child Mental Health Issues*

400 Series (Foster Parent Training). These courses help foster parents develop the broad range of knowledge, skills, self-awareness, and patience needed to care for children living in their homes. Foster parent applicants, newly licensed after July 1, 1995, must receive 30 hours of training prior to licensure and all existing and new foster families must receive ten hours of in-service training on an annual basis. In 2003, the CSSTP offered the following 400 series courses:

- *Helping Youth Reach Self-Sufficiency: Foster Parent Training*
- *Real World Instructional Event*
- *Taking the Next Steps*

Customized Training. A customized training event is tailored to the unique strengths and needs of specific participants. In addition to providing trainings to help social work professionals meet their continuing education requirements, in 2003 CSSTP also offered the following training events:

- *Intake Redesign in Child Welfare Services*
- *Leadership and Team Training – Leading Systems Transformation and Family to Family Integration*
- *Performance Based Behaviors – Making It Real Amongst the Ranks*
- *Teaming for Successful Family Centered, Neighborhood Based (FCNB) Practice: The Social Worker/Caregiver Relationship*

2003 Curriculum Delivery

During 2003 the CSSTP provided many training opportunities for staff in county department of social services and other community agencies (*see Appendix F*). A total of **50** different curricula were offered during 2003. These courses were offered many times, for a total of **329** training events or **1,267** days of training (*see Table 1*).

Of the **8,583** registrations received for training in 2003 (*see Table 2*), **7596** were from county DSS workers (*see Table 3*) and **987** were from other agencies (*see Table 4*). All **one-hundred** county departments of social services were served at these training events (*see Table 5*). In addition to these training events, a three-day conference, “Light the Spark, Ignite the Spirit,” was held in Greensboro. A total of **635** child welfare and other human services workers and foster/adoptive parents attended.

3. INDIVIDUAL TRAINING COMPETENCY ASSESSMENT

“To implement and utilize the Individual Training Competency Assessment statewide computerized tracking system.” (Goal Three)

The Individual Training Competency Assessment (ITCA) is comprised of a web site and database that together form a learning management system designed to provide social workers with a structured environment for reviewing, assessing, and tracking their professional development. Child welfare social workers and supervisors will be able to use this system to identify job-related competencies, training interests and needs; track their personal training histories; and develop professionally. The ITCA will also provide information to training system managers that will facilitate the coordination of training resources by letting data guide the selection, time, and location of child welfare training.

The ITCA’s password-protected web site will allow workers to view and update their personal training-related information and ITCA history and to register for training online. Workers will be asked to verify and update their training information at least once a year, though they can use the ITCA as often as they like.

The ITCA development plan was implemented during 2002. Building upon last years’ preparation phase, which consisted of the development of the underlying database logic and structure, the project team codified into a database and web site system what data will be collected, by whom, and how will it be processed for reporting purposes. Four additional issues were identified and successfully implemented in the course of the system design: (1) connecting ITCA users to the North Carolina Statewide Training System (NCSTS) database, (2) allowing users to return to where they stopped if an ITCA session is interrupted, (3) a means for organizing the competencies in different ways (e.g., by job functions), (4) connecting the ITCA to the competency database. The basic look and feel of the ITCA web site were also agreed upon and implemented.

During 2003, the team placed an emphasis on organizing and standardizing the underlying competencies and the competency database. Research was conducted on deriving a method of validating the process by which scores are computed, and how to pose questions about competencies in order to maximize the validity and reliability of the data. Additional goals include the development of a marketing strategy, the creation of guidelines for ITCA use, and the review and finalization of competencies for all curriculum and job functions.

4. NCDSS STAFF AND CONTRACT TRAINERS

“To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina’s child welfare system.” (Goal Four)

Recruiting and Selecting Contract Trainers

In 2001, a new screening and selection process was implemented, which has helped the partnership match potential trainers with the appropriate curriculum. In addition to an application, contract trainers are required to submit a copy of their vitae and, if employed by a county DSS agency, a letter of support from their director. Once the application packet is complete, our staff review the packet for approval and the trainer is matched with the curriculum in which they have the most expertise.

Once selected, contract trainers begin by observing a training event. When teaching the curriculum for the first time themselves, they are observed by a staff trainer and given feedback on their training skills. To ensure high quality, all participant evaluations are reviewed and contract trainers are observed on a periodic basis. During 2003, based on the selection and approval procedures, the CSSTP continued to select and prepare contract trainers to deliver training for the Division.

Training for Trainers Program

The three offerings within this program were designed to improve and support the state’s system of training for workers and supervisors inside state and county social services. Each focused on a different aspect of training; each addressed different developmental needs among trainers.

Professional Development Group. The first offering was training for state, regional and contract trainers. This was limited to those trainers who were employed – directly or by contract – with the state. These trainers provide mandated and elective training for workers and supervisors. The state has embarked on a new training system in an effort to more completely respond to training needs in the counties. The trainers are key to the success of that training system. This ongoing training focused on the professional development of trainers. Trainers identified areas of concern in training (of workers and/or supervisors) and Resources for Changes (RFC) staff designed training content responsive to those areas of concern. The training provided the state’s trainers with skills and approaches that can improve the quality of the training delivered to both workers and supervisors within the counties.

Targeted Training Course for State and Regional Trainers. The second offering provided opportunities for state, regional, and contract trainers to be observed in their delivery of trainings. This observation served two purposes. Trainers got feedback about their training skills and RFC staff assisted trainers in incorporating family-centered practice approaches into existing trainings.

Cornerstone Two Training of Trainers. The third offering prepared the 40 members of the state wide training group (including state and regional trainers, county trainers,

regional consultants, and contract trainers) to provide the four day *Cornerstone II* training for supervisors across the state. All trainers practiced modules of the training in front of the large group and were offered feedback that both acknowledged their strengths as well as suggested ways to improve their performance. This five-day training of trainers was offered to two groups of twenty participants. As a result of this training, over 350 supervisors in counties across the state were trained.

Also, a Training of Trainer (TOT) event was delivered to provide trainers with an overview of the changes to the *Case Planning and Case Management in Child Welfare Services* curriculum including the new structured decision-making tools and an increased focus on family-centered practice.

5. CURRICULUM REVISION, DEVELOPMENT, AND OTHER TOOLS

“To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina’s child welfare standards in all learning tools.” (Goal Five)

Curriculum Revision

During 2003, partnership curriculum writers made revisions to the following curricula:

1. The *Adoption in Child Welfare Services* curriculum was updated to include new policy and standard information.
2. The *Child Development in Families at Risk* was updated to include new information on brain development.
3. The *Case Planning and Case Management in Child Welfare Services* curriculum was updated to include family-centered practice information and new policy related to Cross County Issues.
4. The *Child Welfare in North Carolina (Pre-Service)* curriculum was updated to include family-centered practice information.
5. The *Intake in Child Welfare Services* curriculum was entirely updated to include the new structured decision making tools as well as family-centered practice information and new policy related to Cross County Issues. This revision also included the intake form, the maltreatment tool, and the response priority decision tree.
6. The *Placement in Child Welfare Services* curriculum was restructured, revised, and updated.

Curriculum Development

During 2003, the partnership continued to develop and implement the following new courses:

1. *Cornerstone I: Multiple Response Is System Reform: Key Strategies for the Future Direction of Child Welfare Services in North Carolina*
2. *Cornerstone II: What's Good for Families Is Good for Workers: A Training for Child Welfare Supervisors*
3. *Partners in Change II: Putting Partnership Principles into Practice* (also titled *Cornerstone III*)

The partnership implemented the following new courses in 2003:

1. *2003 Multiple Response System Policy Training*
2. *Caution: Family Meeting Ahead! A Guide for Social Workers Attending Family Centered Meetings*
3. *Facilitator Training for Family-Centered Meetings: Getting Started*
4. *Facilitator Training for Family-Centered Meetings: Sharpening Your Skills*
5. *Interdependent Living*
6. *Leadership and Team Training – Leading Systems Transformation and Family to Family Integration*
7. *Performance Based Behaviors – Making It Real Amongst the Ranks*
8. *Supporting Partnerships*
9. *Teaming for Successful Family Centered, Neighborhood Based (FCNB) Practice” The Social Worker/Caregiver Relationship*

Other Tools for Learning

To augment classroom training, the CSSTP produces the following newsletters:

Children's Services Practice Notes. *Practice Notes* is designed to help North Carolina's child welfare social workers stay on top of developments in their field and improve their practice with children and families. *Practice Notes* goes out to 2,300 child welfare social workers in North Carolina. To learn more about this publication or review past issues, stakeholders can visit the *Children's Services Practice Notes* website at <<http://ssw.unc.edu/fcrp/Cspn/cspn.htm>>. 2003's topics were:

- Child and Family Team Meetings in Child Welfare in North Carolina
- Domestic Violence and Child Welfare Services
- Family-Centered Supervision in Child Welfare

Fostering Perspectives. A forum for those touched by foster care in North Carolina, *Fostering Perspectives* (FP) features information and essays, as well as writing and artwork by foster children. Published twice a year, *FP* goes out to all foster parents licensed through DSS in North Carolina and to all county DSS child welfare social

workers. To learn more about this publication or review past issues, stakeholders can visit the *Fostering Perspectives* website at <<http://ssw.unc.edu/fcrp/fp/>>. 2003's topics were:

- North Carolina Embarks on Major Reform of Its Child Welfare System
- Letters from Foster Care

Training Matters. *Training Matters* shares important news and ideas related to child welfare training in North Carolina. As an insert in the newsletter *Children's Services Practice Notes*, *Training Matters* goes out to 2,300 child welfare social workers in North Carolina. To learn more about this publication or review past issues, stakeholders can visit the *Training Matters* website at <http://ssw.unc.edu/fcrp/tm/tm_mainpage.htm>. 2003's topics were:

- Supporting Partnerships Between Birth and Foster Parents
- New Cornerstone Series Promotes Family-Centered Practice
- Update on Child Welfare Training in North Carolina

Fostering and Adopting Children with Special Needs Video

In 2003, the video *So You're Thinking of Caring for a Child with Special Needs* was produced. This video is intended to provide useful information to prospective foster and adoptive parents, and it features the experiences of three North Carolina families who care for children with special needs. It was produced by the Family Support Network of North Carolina, the School of Medicine of UNC-CH, and the Division of Social Services, with funds appropriated by the North Carolina General Assembly in honor of Ruth Easterling—a tireless champion of children's issues and member of the NC House of Representatives for more than 25 years.

Other Training Initiatives

North Carolina Family-Centered Meetings Project

In 2003, the North Carolina Family-Centered Meetings Project held its first full year of training. It is one component of the training for the Multiple Response System. The project prepares county Social Services for carrying out Child & Family Team Meetings in order to engage families in child welfare service planning. In the spring of 2003, there were 10 counties piloting the Multiple Response System. At this time the project initiated three training modules: a one-day orientation to family-centered meetings for social workers and their county partners, a 2-day beginning facilitation training, and a 2-day advanced facilitation training. From January through May 2003, the total number of training days was 25, and the total number of training participants was 269. The Participant Satisfaction Forms showed overwhelming agreement that the training was a positive and informative experience. In June 2003, the annual report for 2002-2003 was completed and submitted.

In the summer of 2003, consultations were held with the pilot counties to ascertain their views on how to best gear future trainings. Over the fall of 2003 in preparation for a large increase in participating counties from 10 to 52, the project refined and tested its training modules and materials. The two facilitators' modules were combined into one 4-

day module, and a new one-day module was developed to prepare referring social workers for meetings. With the cooperation of county-based meeting facilitators, the project produced a video highlighting facilitators' strategies, challenges, and inherent rewards. To further performance-based assessment, the project has been incorporating embedded evaluation into its training modules. The project has worked closely with other training groups so that their trainings complement each other.

Child Welfare Supervision Listserv

The supervision listserve has a current subscription of over 160 supervisors from across the state. It has served as a way for supervisors to address issues of concern and to discuss challenging situations with peers in other counties—particularly those issues with no clear or simple answers. Those who post issues get feedback online from their peers and from consultants. Participants are provided an opportunity to learn about new approaches in the field, to share their successes, and to learn about training opportunities in the state.

6. CHILDREN'S SERVICES REGIONAL TRAINING CENTERS

“To establish fully functional regional training centers.” (Goal Six)

During 2003, a total of **191** training events were offered at the Regional Training Centers (RTC). Four children's services regional training centers (Asheville, Charlotte, Greensboro, and Kinston) were established in 1998 in partnership with Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston. The Fayetteville Regional Training Center opened in 2002, in partnership with Cumberland County Department of Social Services. Two trainers and a clerical support position serve at each of these centers. The primary responsibility of each center is to deliver the required pre-service, 200 series, and 300 series training. Additional office space at the Fayetteville RTC provides temporary offices for multi-disciplinary field staff in the southeastern regionl.

7. CHILD WELFARE TRAINING EVALUATION SYSTEM

“To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.” (Goal Seven)

The training evaluation focused on four major areas this year: assessment of trainee satisfaction; assessment of pre-service training learning; evaluation of the Pre-Service

Training Transfer of Learning Program; and evaluation of the *Cornerstone II* training.. A brief summary of each of these work areas follows.

Assessment of Trainee Satisfaction

During 2003, Participant Satisfaction Form (PSF) data from the vast majority of child welfare training conducted during 2002 were analyzed. The primary purpose of this form is to furnish information for efficient management of the training system based on timely identification of trainee satisfaction and dissatisfaction with various aspects of training. The PSF covers three broad areas: the training curriculum, effectiveness of training delivery, and satisfaction with training arrangements and physical facilities. The 2002 report covered training events held from the **January 1, 2002 through December 31, 2002**. During this period a total of **4092** PSFs were completed and returned from **214** training events (equivalent to **322** weeks of training), conducted by **65** different trainers at **21** different sites across North Carolina.

The report findings were extremely positive. Training participants appear to be very satisfied with almost all aspects of the child welfare training system, including curriculum, trainers, and (for the most part) facilities. Suggestions were made for review of several curricula and use of certain hotels as training facilities. A separate supplemental report was prepared to provide training managers with information on participant perceptions of individual trainers.

To assess the impact of having demographic data included on the PSF, this data was excluded from PSF forms beginning in February 2003. Data from the first 5 months without the demographics (February through June of 2003) were compared with data from 2002, and, although there were no major differences between participant responses in the two time periods, the Training Evaluation Advisory Committee decided not to add the demographic section back to the PSF because all necessary demographic data is already being captured through other methods in the training database.

Also, during the period of **February 1, 2003 through December 31, 2003** a total of **3001** PSFs were completed and returned from **132** training events (equivalent to **191** weeks of training), conducted by **64** different trainers across North Carolina. The 2003 PSF data will be analyzed and reported in the spring of 2004.

Assessment of Learning in Pre-Service Training (PST)

Work on the PST Assessment of Learning continued, and the assessment and reporting process was approved by DSS and Office of Personnel officials. Although the intent was to implement the Assessment in the fall of 2003, this date was delayed due to the resignation of the Program Manager and the need to have that position staffed prior to implementation. The PST Knowledge Assessment is scheduled to begin implementation with the PST class that begins on March 9, 2004.

Evaluation of PST Transfer of Learning (TOL) System

A survey of PST training participants and their supervisors was conducted in the fall of 2003 to gather information on their perceptions of the TOL System. The response rate

was quite good (over 85%), and initial analyses indicate that, while there is some variability around use of the TOL Program, those who use it tend to have favorable perceptions about its usefulness in preparing new employees to begin work. The final report will be completed by June 2004, including recommendations for change in the current TOL Program, based on the findings.

Evaluation of Cornerstone II Training

Cornerstone II training, which was implemented in the winter of 2003, included an embedded evaluation through the use of Participant Action Plans (PPAs). Participants completed PPAs at the conclusion of the first two days of training, and, upon return to class for the second two days of training, evaluated the extent to which they had been successful in carrying out their PPAs. Similar data was collected for the second two days of training, with the follow up information being collected via email reminders.

Preliminary data analysis indicated that participants set goals related to the training content and had moderate success in achieving their goals, although there was a fair amount of variability. A preliminary analysis of the data was provided to the curriculum developers for use in revising the curriculum. The final report will be completed by June 2004.

8. COLLABORATIVE PARTNERSHIP

“To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components.” (Goal Eight)

The Staff Development Team, Family Support and Child Welfare Services Section of the NC Division of Social Services, manages the CSSTP. As the central management organization of the partnership, the Division has established an administrative structure that carries out the purpose of the system. In addition, it provides a program administrator who bears day-to-day management responsibility and assesses the partnership's progress toward the purposes mentioned above. This program administrator serves on the Children's Services Section Management Team, which meets twice monthly. The Staff Development Team Program Administrator reports directly to the Chief of Family Support and Child Welfare Services, who in turn reports to the Director of the NC Division of Social Services. The program administrator directly supervises three trainers who travel from site to site, two curriculum writers/trainers, one contract administrator, two administrative support staff in the central office, and one program manager.

Statewide Training Advisory Committee

The Statewide Training Advisory Committee was established by the CSSTP and is comprised of state, regional, and county staff and consortium members who advise the Staff Development Team. The committee specifically focuses on the effectiveness and quality of the training program, paying special attention to strategic and operational planning and program evaluation. This committee meets four times a year (*see Appendix B*).

Family-Centered Supervisors Training Advisory Committee

The Advisory Committee of the Family-Centered Supervisors Training was established by the CSSTP and is comprised of state, regional, and county staff, university staff, private vendors, and a family advocate. Also, the National Child Welfare Resource Center for Family-Centered Practice provided consultation with the group. The purpose of this committee is to provide strategic planning for the development and implementation of family-centered practice principles into new and existing training curricula. The goal of this committee is to help North Carolina reform its child welfare system through the seven Multiple Response System (MRS) strategies and through family-centered practice. In 2002 this committee began identifying competencies with front line and supervisory social work staff; the fruits of this effort are reflected in the *Cornerstones of Family-Centered Practice Series*. This committee completed its work in June 2003.

Statewide Training Database System

The regional training centers and the central office, as well as other statewide training partners, continue to have immediate and simultaneous access to training information through the North Carolina Statewide Training System (NCSTS). Designed for use over the World Wide Web, this database system serves two primary functions: it tracks the enrollment and completion of training by social workers in North Carolina and it provides administrators with information useful for monitoring the demand and supply of child welfare training across the state. A new version of the NCSTS (version 3.0) was developed during FY 2002-2003 and will be implemented in March 2004.

During 2003, several enhancements were made to NCSTS version 3.0 with emphasis on the system integrity and the user website design. Specifically, the user website changes are intended to improve workflow by centralizing general functions such as registering trainees and assigning trainers to events. Also, a drill down capability has been added to several of the online reports.

In 2002 revisions were made to the NCSTS Online Registration website, and in 2003 the revised website, "North Carolina Social Services Professional Development," was successfully launched.

The Multiple Response System Reform Effort

In 2002, North Carolina began to reform its child welfare system through the seven strategies of the Multiple Response System (MRS). Under MRS, rather than treating every report as if it were potentially a serious case of criminal child abuse/neglect, intake reports are carefully sorted into one of two approaches. The first, the **investigative assessment approach**, resembles the classic child protective services (CPS) response in which workers perform a rigorous investigation. In the second, the **family assessment approach**, child safety is still the first concern, but the overall nature of the agency's contact with the family is much more supportive.

MRS does more than change the way agencies respond to reports of abuse and neglect. Because the aim of this effort is to make the child welfare system as a whole more

family-centered, MRS employs seven strategies for reform. These seven strategies, outlined below, prescribe changes in the way social workers, foster parents, and others do their jobs throughout the entire continuum of child welfare.

Strategies of the Multiple Response System

1. Strengths-based, structured intake process
2. Choice of two approaches to reports of child abuse, neglect, or dependency
3. Coordination of law enforcement agencies and child protective services while using the investigative approach
4. Redesign of in-home family services
5. Child and family team meetings
6. Shared parenting meetings
7. Collaboration between work first and child welfare programs

In April 2002, to support this new approach in child welfare, North Carolina implemented new Structured Decision-Making tools to help child protective services workers determine how to respond to families. In August 2002, ten counties department of social services (Alamance, Bladen, Buncombe, Caldwell, Craven, Franklin, Guilford, Mecklenburg, Nash, and Transylvania) began piloting MRS. In preparation for MRS, representatives from Caldwell and Alamance counties traveled to Minnesota to observe that State's multiple response system. To support the implementation of MRS, North Carolina also brought in professionals from other states to train Division staff and child welfare workers from pilot counties.

During 2002, through a collaboration among members of the Child Welfare Statewide Training Partners, several new courses were developed to train county DSS social workers to use the new structured decision making tools, to facilitate family-centered and shared parenting meetings, and to help them understand and put into practice the seven MRS strategies and the six principles of partnership:

Six Principles of Partnership

- Everyone desires respect
- Everyone needs to be heard
- Everyone has strengths
- Judgments can wait
- Partners share power
- Partnership is a process

In 2003, to support the implementation and expansion of MRS for the additional 42 county of department of social services, a one-day training event, "***Multiple Response Is System Reform,***" was offered **45** times across North Carolina; with a total of **1328 participants**. This training intended to help county department of social services workers and their community to explore how child welfare practice under the multiple response system (MRS) reform effort fits with the family-centered approach. The training addressed the history and need for child welfare reform; the seven strategies of MRS; the

benefits of each strategy, the six principles of the family-centered approach and how they relate to MRS; and the assessment of county-specific strengths and needs.

Also during 2003, supervisors were trained to use these partnership principles in their interactions with workers so they could model good social work practice. In addition, two new curricula were developed emphasizing the use of family-centered partnerships in CPS practice.

9. TRANSFER OF LEARNING SYSTEM

“To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.” (Goal Nine)

Providing child welfare services requires specific areas of knowledge and skill. To be recognized as competent, agency administrators, supervisors, and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare. Developing competence in child welfare requires the workers’ effective application, on the job, of knowledge and skills gained in training. Transfer of learning involves specific activities the trainer or participant and his or her supervisor can engage in before, during, and after training to assist staff in becoming competent.

A transfer of learning strategy was devised and implemented for all pre-service training participants effective September 1, 2002. As a requirement for completion of pre-service training, participants are expected to participate in activities that will prepare them for training, such as reviewing the Participant Feedback Form and Benchmarks prior to training as well as reviewing the CD-ROM, *Orientation to the NC Social Service System* and *Customer Service Excellence*. During training, participants are expected to return to their agencies during week three and complete specific activities related to the knowledge they gained in weeks one and two. Also, during week four of training, participants are assigned specific activities to complete at the conclusion of each training day. The entire transfer of learning packet is submitted to the trainers on Day 12 of pre-service training. The trainers review the completed information, providing written feedback to the participants and their supervisors regarding the content of the material completed by the participant. While most of the activities contained within the transfer of learning packet are self-directed, the role of the agency supervisor in this process is paramount to the new worker’s success in transferring knowledge learned in the classroom to situations on the job.

A survey of pre-service training participants and their supervisors was conducted in the fall of 2003 to gather information on their perceptions of the TOL System. A full report providing the findings from this survey will be issued in 2004.

10. EDUCATION COLLABORATIVE

“To prepare undergraduate and graduate level social work students for work in children’s services in county departments of social service.” (Goal Ten)

The NC Child Welfare Education Collaborative (the Collaborative) is a joint effort of North Carolina social work education programs, the NC Division of Social Services, and other partners such as the NC Association of County Directors of Social Services and the NC Chapter of the National Association of Social Workers. Established in 1999, the Collaborative strengthens public child welfare services by increasing the number of well trained and highly committed BSW and MSW social workers employed in local departments of social services. Offering specialized educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work students who will commit to work in a North Carolina county department of social services. While they are in school, Collaborative students (child welfare scholars) satisfy all requirements for the state-mandated child welfare pre-service training. Collaborative students can begin field placement with a county department of social services without having to take the 72-hours pre-service course, and agencies can hire these students as fully qualified for child welfare social work positions and do not have to incur the expense of pre-service training.

Three MSW programs (UNC at Chapel Hill, East Carolina University, and the NC A&T State University/UNC at Greensboro – Joint MSW) and three BSW programs (NC State, UNC at Wilmington, and Appalachian State) offered the child welfare scholars program in FY 2003-2004. These six programs worked with 100 Child Welfare Scholars this year, 27 undergraduate and 73 graduate students. Almost 25% of the scholars this year are employees (n=24) who are earning a social work degree while they maintain their employment at a county DSS. Three BSW scholars graduated in December 2003 and 60 graduates are expected in May 2004. The program received a discretionary grant from the Children’s Bureau this year and established a modified Collaborative site at Western Carolina University. This site serves only DSS employees from the 11 western North Carolina counties and enrolled three scholars for the Spring 2004 semester.

Child Welfare Education Collaborative: Key Statistics

	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Social Work Education Programs	3	6	6	6	6
Child Welfare Scholars	31	89	115	103	100
Scholars in Field Placement	23	71	86	75	74
Graduates During Academic Year	2	35	54	62	63

Several social work education programs received a preservice training waiver from the NC Division of Social Services during the 2002-2003 academic year. This waiver authorized the programs at East Carolina University (BSW), North Carolina Central University (BSW), Western Carolina University (BSW), University of North Carolina at

Pembroke (BSW) and University of North Carolina at Charlotte (BSW and MSW) to offered a university-based version of preservice training. Students can complete the training requirement while enrolled in the social work program. Unlike scholars, theses waiver students do not have a contractual work obligation upon graduation. Thirty-one students participated in the waiver program during the 2003-2004 academic year. The waiver program provides the foundation for implementing the full Collaborative program once funding is available for these additional sites. Inclusion of these programs will significantly increase the number of new, fully-qualified MSW and BSW graduates who seek employment at county departments of social services.

12. Appendices and Tables

APPENDIX A: NCDSS CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP MEMBERS, 2003

- Appalachian State University
(Bringing It All Back Home Study Center)
- Children and Family Services Association–NC
- Cumberland County Department of Social Services
- Independent Living Resources, Inc.
- NC A & T State University Social Work Program
- NC Association of County Directors of Social Services
- NC Community College System
- NC Division of Social Services
- NC Kids, Adoption and Foster Care Network
- NC State University Department of Sociology/Social Work
- Resources for Change, Inc.
- UNC-Chapel Hill School of Social Work
(Jordan Institute for Families)
- UNC-Chapel Hill School of Medicine
- UNC-Greensboro Department of Social Work

APPENDIX B:

NORTH CAROLINA CHILDREN'S SERVICES TRAINING ADVISORY COMMITTEE 2003

1. Fasih Ahmed, *Faculty, Carolina Evaluation Center, NC A & T University*
2. Rhoda Ammons, *Program Consultant, Family Preservation/Family Support, NCDSS*
3. Kathy Birkhead, *Staff Development and Training Coordinator, Child and Family Services Association*
4. Cindy Blizewski, *Trainer, Mecklenburg County Youth and Family Services*
5. Kathy Boyd, *Executive Director, NASW-NC*
6. Rebecca Brigham, *Team Leader, Staff Development, NCDSS Children's Services*
7. Lane Cooke, *Jordan Institute for Families, UNC-CH School of Social Work*
8. Yvette Davenport, *Supervisor, Washington County DSS*
9. Jan Elliott, *Director, Scotland County DSS*
10. Cathy Ferran, *Cumberland County DSS*
11. William Griffin, *Executive Director, Independent Living Resources, Inc.*
12. Bob Hensley, *Consultant, NCDSS*
13. Betsy Lindsey, *Faculty, Department of Social Work, UNC-Greensboro*
14. Senthia Newsome, *Program Manager, Halifax County DSS*
15. Eddie Perkinson, *Johnston County DSS*
16. Connie Polk, *Regional Training Program Manager, NCDSS*
17. Javier Rivera, *Budget Analyst, NCDSS*
18. Debbie Ryals, *ECU Child Welfare Collaborative Project Director, ECU*
19. Jane Shooter, *Child Welfare Trainer, Cleveland County DSS*
20. Cherie Spehar, *NCSU Social Work Program*
21. Jennifer Sullivan, *NASW-NC*
22. Gale Trevathan, *Children's Program Representative, NCDSS*
23. Teresa Turner, *NCSU Social Work Program*
24. Mary Urzi, *Family Support Services Director, Wake County Human Services*
25. Evelyn Williams, *Director, NC Child Welfare Education Collaborative, UNC-CH School of Social Work*
26. Patrice White, *Program Director, BIABH Study Center*

APPENDIX C: REGIONAL TRAINING CENTERS

Asheville Regional Training Center

Asheville-Buncombe Technical Community College
Pines Building
340 Victoria Road, Room 400 – Training Rooms: 226 & 228
Asheville, NC 28801
Trainers: Steve Elledge and Geraldine Shuford

Charlotte Regional Training Center

Central Piedmont Community College
West Campus
3210 CPCC West Campus Drive
Training Rooms 2105 & 2110
Charlotte, NC 28208
Trainers: Virginia Clark and Dee Hunt

Fayetteville Regional Training Center

Cumberland County Department of Social Services
1225 Ramsey Street – Training Rooms: G-05A, G-05B, & G-05C
Fayetteville, NC
Trainer: Sue Dickinson and Caprice Shroats

Greensboro Regional Training Center

Guilford Technical Community College
J.C. Price Campus
400 West Whittington Street – Training Rooms: 207 & 216
Greensboro, NC 27406
Trainers: Kaye Moody and Ginger Caldwell

Kinston Regional Training Center

Lenoir Community College
Main Building – Training Rooms: 202 & 205
Highway 70
Kinston, NC 28502
Trainers: Ruth Harrison and Velvet Nixon

APPENDIX D:

CURRICULUM STRUCTURE

Child Welfare Training System

100 Series



Pre-service
(Effective July 1998)

200 Series

Tier 1



Tier 2



300 Series



APPENDIX E:

THE PARTNERSHIP'S TEN GOALS

1. To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.
2. To provide standardized pre-service and foundation-level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.
3. To implement and utilize the Individual Training Competency Assessment (ITCA) statewide computerized tracking system.
4. To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina's child welfare system.
5. To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina's child welfare standards in all learning tools.
6. To establish fully-functional regional training centers.
7. To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.
8. To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components.
9. To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.
10. To prepare undergraduate and graduate level social work students for work in children's services in county departments of social services.

APPENDIX F:

CURRICULUM DESCRIPTIONS

1. 2003 Multiple Response System Policy Training. This one-day curriculum is intended to provide an overview of the Division's 2003 Multiple Response System (MRS) policy. It begins with brief summaries of the legislation that authorized MRS, the seven strategies of MRS, and the family-centered principles of partnership. The training then focuses on specific requirements of MRS policy concerning each of MRS's seven strategies. The training material is presented by a guide lecture utilizing Power Point slides. Participants are offered the opportunity to ask questions at the end of the day as well as hear from line worker from one of the 10 original pilot counties. Developed by the NC Division of Social Services. (*implemented in 2003*)

2. Adolescent Independent Living Group Work. This three-day curriculum is devoted to providing life skills training in the group setting. The program covers all aspects of running an adolescent skills group, including planning and setting up a group, location and other logistical concerns, motivation, incentives, and measuring success. Developed by Independent Living Resources, Inc.

3. Adoptions in Child Welfare Services. This three-day specialized curriculum focuses on children awaiting adoptive placement and families interested in adopting children. Topics covered include: policies, laws, and best practices that support a broad-based community approach to finding families; the importance of ensuring families are willing, able, and informed about the parenting of children who are available for adoption; the importance of gathering firm assessment information about the child's needs and the prospective families' strengths; the skills necessary to prepare the child and family for the adoption experience; and, to increase permanence, the need for a plan for post-placement support for the family. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. (*revised in 2003 by NCDSS*)

4. Adult Mental Health Issues which Impact Families Served by Child Welfare. This two-day curriculum is designed to address the mental health needs of parents and caretakers involved with the child welfare system. It focuses on mental health illnesses that often affect a person's ability to parent, bringing the family to the attention of DSS. In this training participants will learn the causes, symptoms, prognosis, treatments, and interventions for depression, schizophrenia, bipolar disorder (manic-depression), borderline personality disorder, and what risks may be posed to children, to the person with the illness, and to workers. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-CH School of Social Work.

5. Case Planning and Management in Child Welfare Services. This four-day specialized curriculum focuses on the skills, beliefs, and competencies needed to achieve successful outcomes with families and children. This training is interactive and gives participants many opportunities for skill practice. Topics covered include relationships as

a foundation for practice, the role of the case manager, preparing to work with a family, utilizing risk assessment, setting objectives, family group decision making, completing the family services case plan, case documentation, monitoring the case, testifying in court, termination/transition, and professional development. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(revised in 2003 by the NCDSS)*

6. Caution: Family Meeting Ahead! A Guide for Social Workers Attending Family-Centered Meetings. This a one-day curriculum offered to child welfare staff in agencies participating in the Multiple Response System. Participants who attend this training leave with an understanding of their role in the process of conducting Child and Family Teams, Shared Parenting Meetings, and other forms of family-centered meetings. Participants gain tools, skills, and knowledge in preparing for the meeting, ensuring participant safety, and achieving “buy-in” from family and community members. Developed by the North Carolina Family-Centered Meetings Project, part of the Department of Social Work at North Carolina State University.

7. Child Development in Families at Risk. This is a two-day foundation curriculum building on information learned in Child Welfare in NC Pre-service training. The course focuses on normal developmental milestones for infants and toddlers, school age children, and adolescents. It also covers the effects of abuse, neglect and trauma, such as environmental stress on the development of children. New research in the areas of brain development, temperament and resiliency are explored. Case studies are used to practice developmental assessments, family-centered practice and case planning. Developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. *(revised in 2003 by the Jordan Institute)*

8. Child Welfare in North Carolina (Pre-Service). This three-week, competency-based curriculum provides social workers and supervisors with an orientation to the North Carolina child welfare system. During this training participants are provided with an overview of the organizational structure of the county DSS; information about child welfare laws, policies, and standards; best practices related to family-centered practice and the family assessment; and the change process, from CPS intake to adoption. Developed by the NC Division of Social Services and the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(updated in 2003 by NCDSS)*

9. Child Welfare in North Carolina for BSW Students. This five-day curriculum is targeted toward individuals pursuing a BSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the BSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

10. Connecting with Families: Family Support in Practice. This six-day specialized curriculum is designed for family support and family resource center workers and provides instruction in the skills necessary for working successfully with families in center-based programs, in support groups, and through home visiting. The training is interactive and skill-based. Developed by Home remedies, part of the Appalachian Families Innovation at Appalachian State University.

11. Cornerstone I: Multiple Response is System Reform: Key Strategies for the Future Direction of Child Welfare Services in North Carolina. This one-day training for DSS staff and their community partners explores the relationship between family outcomes, family-centered practice, and the Multiple Response System (MRS). This course will address the history and need for system reform in our state, the benefits of the seven MRS strategies, and the six principles necessary for family-centered partnerships. It will also give participants an opportunity to explore their county's strengths and needs and how they relate to implementing MRS and achieving family-centered outcomes. Every session will be tailored to the unique strengths and needs of the counties participating. Developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. *(implemented in 2003)*

12. Cornerstone II: What is Good for Families Is Good For Workers: A Training for Child Welfare Supervisors. This four-day, skills-based training session will explore the relationship between parallel process, the supervisor's role as coach, and family-centered practice. Underlying this course is the belief that if a supervisor truly embraces the principles of family-centered practice, he or she will be worker-centered, thereby modeling effective work with families. The training will also apply the six principles of family-centered partnership to supervisors' work with the staff they supervise. Developed by Resources for Change. *(implemented in 2003)*

13. Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis. This three-day curriculum is based on the *Model Approach to Partnership in Parenting/Group Preparation and Selection* (MAPP-GPS) program. This program focuses on the twelve key abilities necessary for successful foster and /or adoptive parenting that are the basis of MAPP/GPS. *Deciding Together* develops individual families at a level equal to that of MAPP/GPS. This individual preparation and selection program provides the agency with a flexible alternative to the group preparation and selection process. Developed by the Child Welfare Institute.

14. Domestic Violence, an Overview. This two-day curriculum focuses on the link between domestic violence and child maltreatment. Studies show that child abuse and neglect occurs in 45–70% of families experiencing domestic violence. Domestic violence issues can complicate the investigation, substantiation, and the treatment of child welfare cases. The relationship between child welfare workers and domestic violence advocates is often compromised by misperceptions about child welfare policies and domestic violence protocols. The purpose of this training is to provide knowledge of the dynamics of

domestic violence to child welfare workers. Developed by the Partnership for Human Services East Carolina University School of Social Work.

15. Effects of Separation and Loss on Attachment. This two-day foundation curriculum is designed for social workers responsible for the removal and placement of children. It includes information about the attachment process, separation from the viewpoint of the child, grief reactions based upon childhood developmental ages and stages, and strategies to help a child reattach. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

16. Facilitator Training For Family-Centered Meetings: Getting Started. This dynamic learning event is the first in a two-part series for those who will be facilitating family-centered meetings. It builds on the previous training, "Setting the Stage For Family-Centered Meetings," in which the basic philosophies and structure of family-centered meetings was first introduced. In "Facilitator Training for Family-Centered Meetings: Getting Started," participants will learn step-by-step strategies for establishing and maintaining a clear purpose, preparing the family members and achieving their "buy-in," sharing power, setting up for safety, and facilitating the meeting. We will explore the various features of family-centered meetings and how to utilize these features according to the child and family situation. The highlight of the training is a "mock" meeting in which participants are able to experience the process themselves. Developed by the North Carolina Family-Centered Meetings Project, part of the Department of Social Work at North Carolina State University. *(implemented in 2003)*

17. Facilitator Training for Family-Centered Meetings: Sharpening Your Skills. This training is a continuation of learning begun in "Facilitator Training For Family-Centered Meetings: Getting Started." In this interactive two-day session, participants and trainers will share real case examples and explore more deeply issues of facilitating family-centered meetings in the contexts of substance abuse, denial, and family conflict. We will examine the role of children in the meetings process and practice strategies for their inclusion. This is a fun, engaging, and provocative skills-building experience, with participants learning from each other as well as the trainer(s). Developed by the North Carolina Family-Centered Meetings Project, part of the Department of Social Work at North Carolina State University. *(implemented in 2003)*

18. Family-Centered Practice Foundation in Family Preservation Programs. This four-day foundation curriculum is designed to provide family preservation and other home-based workers and supervisors with an overview of family-centered practice. It includes an introduction to the family-centered philosophy, instruction in the theoretical approaches upon which an integrated model of family-centered services is built, and an exploration of cultural competency. Developed by Home Remedies, part of the Appalachian Families Innovation at Appalachian State University.

19. Family-Centered Practice in Family Preservation Services. This six-day specialized curriculum for family preservation and other home-based services workers

provides instruction in the skills necessary for a successful in-home intervention. Developed by the Home Remedies, part of the Appalachian Families Innovation at Appalachian State University.

20. Financial and Legal Aspects of Adoption. This two-day specialized curriculum covers the financial and legal components of the adoption process. Developed by the NC Attorney General's Office and the NC Division of Social Services. This curriculum was previously called "Understanding North Carolina Adoption Laws."

21. Foster Family Home Licensing in Child Welfare Services. This two-day specialized curriculum focuses on the process of licensing foster parents through a county department of social services. Topics covered include North Carolina licensing procedures, issues of kinship and pre-adoptive placements, assisting families in the self-selection process and in their partnerships with other team members, matching children with the most appropriate placement, MEPA considerations, the roles of the licensing worker and the child placement worker, preventing disruptions, and skills for working with foster parents. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

22. Helping Youth Reach Self-Sufficiency (Foster Parent Training). This three-day curriculum is designed to develop a core group of foster parents to provide continuing education and training to local foster parent associations on assisting foster youth to reach self-sufficiency. Developed by Independent Living Resources, Inc.

23. In the Best Interest of the Child: Making Most of Visitation. This two-day curriculum is designed to help child welfare workers improve the quality of visits between children in out-of-home care and their parents. Frequent visitation that focuses on maintaining the parent/child bond has been directly linked to timely and successful reunification. This curriculum will explore the three major visitation-related factors that reduce length of stay, techniques for using visitation as a therapeutic process, assessment and observation tools, and considerations when developing a visitation plan. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

24. Intake in Child Welfare Services. This three-day specialized curriculum provides essential knowledge and skills to workers responsible for receiving reports of child maltreatment, assessing whether those reports meet the criteria for child abuse/neglect/dependency in North Carolina, and participating in the decision as to how the agency will respond. Much of the learning involves participant interaction, and participants are expected to engage in skill practice through experiential and group activities. Topics covered include reporting child maltreatment, relating to the caller, educating the public, intake interviews, screening, consultation, documentation, time frame issues, triage, and safety considerations. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(revised in 2003 by NCDSS)*

25. Intake Redesign in Child Welfare Services. This is a one-day customized training to provide social work staff with knowledge and skill practice with the new Strengths-Based, Structured Intake process and instrument. The first of seven MRS strategies, Strengths-Based, Structured Intake is a process that was designed to achieve greater consistency across workers/counties in information gathering and decision-making. Throughout the day, participants learn of the new intake policies as well as practice using the new intake form. This course was developed by the North Carolina Division of Social Services. *(implemented in 2003)*

26. Interdependent Living. The curriculum for this training is the result of a grant to Southeastern Network and UNC-Chapel Hill Jordan Institute. The competency-based course teaches basic principles of using a strengths-based, youth development approach to enable teens in foster care to develop their own abilities to grow toward responsible adulthood. Participants evaluate their own approach to working with teens and are able to demonstrate their knowledge through a series of exercises, imbedded evaluations, and reports of the response by teens to changes in their approach. Developed by The Jordan Institute for Families. *(implemented in 2003)*

27. Introduction to Child Sexual Abuse in Child Welfare Services. This six-day specialized curriculum is designed to provide the social worker with a foundation for identifying and assessing child sexual abuse. Part 1 includes legal definitions of sexual abuse and related North Carolina statutes; personal and societal values and attitudes regarding sexual abuse; dynamics of the survivor, siblings, the non-offending parent and the offender; and policy and best practice in conducting child sexual abuse investigations. Part 2 includes practicing interviewing techniques with the victim, siblings, non-offending parent, and the offender; working with the juvenile offender; developing family-centered protection plans and case plans; treatment modalities; and ways to prevent burnout and compassion fatigue. Developed by the NC Division of Social Services in collaboration with NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

28. Introduction to Substance Abuse for Child Welfare Services. This three-day curriculum focuses on children and families affected by alcohol and other drug abuse. Topics covered include family violence, child maltreatment, and intervention strategies. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

29. Introduction to Supervision for Child Welfare Services. This nine-day curriculum focuses on the complex challenges new supervisors face. Participants are presented with ways to get support, information, and a way of addressing the interpersonal dynamics that can influence the effectiveness of the unit. Applications-oriented topics include individual learning styles, leadership skills, evaluation frameworks, group development, and team building. Developed by Resource for Change.

30. IV-E: An Overview. This one-day curriculum provides social work staff with an overview of the laws and policies regarding IV-E funding for children in the custody or

placement responsibility of county departments of social services. Recent revisions have incorporated lessons learned from a IV-E eligibility audit and updated case scenarios. Developed by the NC Division of Social Services.

31. Leadership and Team Training – Leading Systems Transformation and Family to Family Integration. This one day customized training is an interactive training focused on assisting staff primarily responsible for leading the integration of Family to Family (F2F) in the five-targeted counties of North Carolina. In this training, participants will affirm the value rich importance of F2F; clarify the role and responsibilities of leaders in assisting all system stakeholders, with an emphasis on staff, to transform practice for enhanced F2F child and family outcomes; and provide and opportunity to develop a plan of action for enhancing F2F integration. Developed by the NC Division of Social Services. (*implemented in 2003*)

32. Legal Aspects of Child Welfare in North Carolina. This two-day foundation curriculum is designed to provide child welfare staff with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children. Developed by the Partnership for Human Services, East Carolina University School of Social Work and revised by the NC Division of Social Services.

33. LINKS 101 (formerly titled *Adolescent Independent Living 101*). This three-day residency seminar is devoted to providing basic independent living training on principles, assessment, teaching skills, and developing a program. Audience: all county and residential staff who work with adolescents. Developed by Independent Living Resources, Inc.

34. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals. This two-day foundation curriculum is designed to help social workers understand the physical indicators of child abuse and neglect, secure medical examinations in a timely fashion, understand and interpret the results of those examinations, and help families understand follow-up care instructions for their children. Developed by the UNC-CH Medical School, Child Medical Evaluation Program.

35. Model Approach to Partnerships in Parenting, Group Preparation and Selection (MAPP/GPS). This eight-day curriculum is designed to guide foster and adoptive parent applicants and agencies through the complex issues they will face in working toward the goal of permanence for children. The curriculum is used as a framework to lead parent applicants towards assessing and learning the twelve key abilities necessary for successful foster and/or adoptive parenting. During the eight days, social workers will learn how to use the Group Preparation and Selection Program, including: the family profile, partnership and professional development plans, the summary and recommendation, and the ten meetings. They will also learn to help prospective foster and adoptive parents identify their strengths and needs in relation to fostering and adopting. Developed by the Child Welfare Institute.

36. Money Matters: Foster Care Funding Basics. This four-hour training is designed for child welfare staff, including program administrators, supervisors, and data entry and fiscal staff. It addresses the various funding streams that support foster care placements. Participants obtain information regarding the child placement and payment system as well as information about facility rates. Developed by the NC Division of Social Services.

37. Partners in Change I: A New Perspective on Child Protective Services. This three-day training provides foundation training for CPS workers and supervisors who will be implementing the Multiple Response System (MRS). This training is built on the belief that the most effective way to protect children is to strengthen their families, and the most effective way to strengthen families is through solution-focused partnerships with helping professionals. It also recognizes that the very nature of child protection practice presents many barriers to partnership with families. This workshop is based on six principles necessary for family-centered partnerships, with an emphasis on their use in CPS practice. Developed by Home Remedies, part of the Appalachian Families Innovation at Appalachian State University.

38. Partners in Change II: Putting Partnership Principles into Practice. This three-day training is designed to be foundation training for CPS workers and supervisors who will be implementing the Multiple Response System. It does not provide training in the Multiple Response model, policies, record keeping, etc. Rather, this curriculum is based on six “principles of partnership” necessary for working effectively with Multiple Response clients. Topics include treating clients with respect, empathic listening, identifying and using client strengths, avoiding labels and judgments, overcoming barriers to partnership, working with hostile and/or mandated clients, and the process of partnership. Developed by Home Remedies, part of the Appalachian Families Innovation at Appalachian State University. *(implemented in 2003)*

39. Performance Based Behaviors – Making It Real Amongst the Ranks. The purpose of this two-day customized training is to review and discuss the list of measurable behaviors staff demonstrate when engaged in a family centered, neighborhood based approach to services; critique the current level of staff performance based on these behaviors (by participants within the 5 counties represented); and develop a local plan of action for assisting staff in demonstrating these behaviors more consistently in daily practice. In addition, the participants will explore the seven steps to successful coaching, and the three primary methods for coaching staff to assist in performing more effectively. Developed by the NC Division of Social Services. *(implemented in 2003)*

40. Placement in Child Welfare Services. This four-day specialized curriculum provides participants with information about making appropriate foster care placements and gives them numerous opportunities for skill practice. This curriculum focuses on strategies to minimize trauma to the child. Topics covered include the dynamics of attachment and separation, preparation for placement, the history and legal basis of foster care, permanency planning, ICWA and MEPA, visitation and reunification, teamwork

among social workers, birth and foster families, behavior management, and sensitive foster care issues. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(revised in 2003 by NCDSS)*

41. Real World Instructional Event. This is a one-day event teaches youth in foster care to make career and lifestyle decisions. It helps them make a direct connection between the career they choose and the lifestyle they desire and exposes them to skills they need to interview for jobs, pursue continuing education, create a budget, and make other critical choices. It offers direct learning and practice for youth with a powerful "punch." Developed by the Independent Living Resources, Inc.

42. Setting the Stage for Family-Centered Meetings: County Orientation. This one-day interactive orientation training is focused on the use of family-centered meetings as part of service delivery within the Multiple Response System. Using a variety of lively materials, games, and exercises, participants will learn the general guidelines for preparing for the meetings, explore the inclusion of children, extended family, and community members in the meetings, and understand the purpose, structure, and professional roles during the meetings. Participants will learn, and share in a new, respectful, and effective way of working with families. Developed by the North Carolina Family-Centered Meetings Project at North Carolina State University, Social Work Department.

43. Shared Parenting. Shared Parenting is a three-day curriculum teaches certified MAPP/GPS Leaders to build specific skills and abilities of experienced foster parents. This curriculum provides seven, 2- to 3-hour modules each of which can be used as stand alone in-service training for foster and adoptive parents. Modules include: Finding a Way to Share, Making and Maintaining Boundaries in Shared Parenting, Fear and Control in Shared Parenting, Partnering with Parents Who Abuse Substances, Shared Parenting to Foster or Adopt Children from Families Where There Is Domestic Violence, Shared Parenting to Foster or Adopt Children Whose Parents are Mentally Ill, and Shared Parental Responsibilities. Developed by the Child Welfare Institute.

44. Structured Decision Making Assessments in Child Welfare Services. This two-day curriculum provides social work staff with a historical and philosophical overview of the Structured Decision Making process and tools. Participants are provided with an opportunity to apply a family-centered approach in gathering information needed for the Safety Assessment, Risk Assessment, Family Strengths and Needs Assessment, Case Decision Summary, Risk Reassessment and Family Reunification Assessment. Developed by the NC Division of Social Services.

45. Supporting Partnerships. This two-day curriculum emphasizes the importance of agency support of partnerships among birth families and foster families as an essential element of family-centered practice. It addresses the role that child welfare workers play in developing, encouraging and facilitating the relationships between the agency, birth families and foster families. This curriculum includes discussion of issues such as fear

and control, as well as the benefits of supporting building and maintaining all of the attachments for children in care. This training is highly interactive with workers using creative thinking to develop ways to support birth families and foster families as they initially meet each other and begin their work together to help the child feel the support of both sets of parents. Developed by the NC Division of Social Services. (*implemented in 2003*)

46. Taking the Next Step. This two-day curriculum is offered to foster parents who have completed the seminar *Helping Youth Reach Self-Sufficiency*. The seminar provides an opportunity for advancing facilitation skills, troubleshooting potential problems, problem-solving current obstacles, and additional material for training other foster parents and/or independent living groups. This curriculum is intended to provide transfer of learning opportunities and technical assistance. Participant competencies also qualify foster parents as Life Skills Specialists or as potential trainers for the Division. Developed by Independent Living Resources, Inc.

47. Teaming for Successful Family-Centered, Neighborhood Based (FCNB) Practice: The Social Worker/Caregiver Relationship. This one-day training exposes participants to an initial, preliminary 3 hour teaming session and an advanced three hour session to build the relationship between the social worker and care giver. Following these sessions, the MAPP-GPS leaders are provided with the curriculum to replicate the training locally. Developed by the NC Division of Social Services. (*implemented in 2003*)

48 The Emotional Aspects of Termination of Parental Rights (TPR). This two-day training is designed to help child welfare workers better understand the effects of TPR on children, birth parents, and workers themselves. Specifically, participants will discuss how to talk with children and birth parents about TPR, the ethics of TPR, the long-term psychological effects of TPR on the child and birth parents, and options for maintaining contact between the child and birth family. The ability of goodbye visits to help birth parents and children lessen the trauma of TPR, after care needs and support for birth parents, and the emotional stages and toll of TPR on workers are also discussed. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

49. Understanding and Intervening in Child Neglect. This three-day training helps participants understand how neglect affects children and families and gives them strategies for intervening effectively. Participants leave with an understanding of how poverty and neglect are linked (but not the same) and develop skills for working with families who are neglectful. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

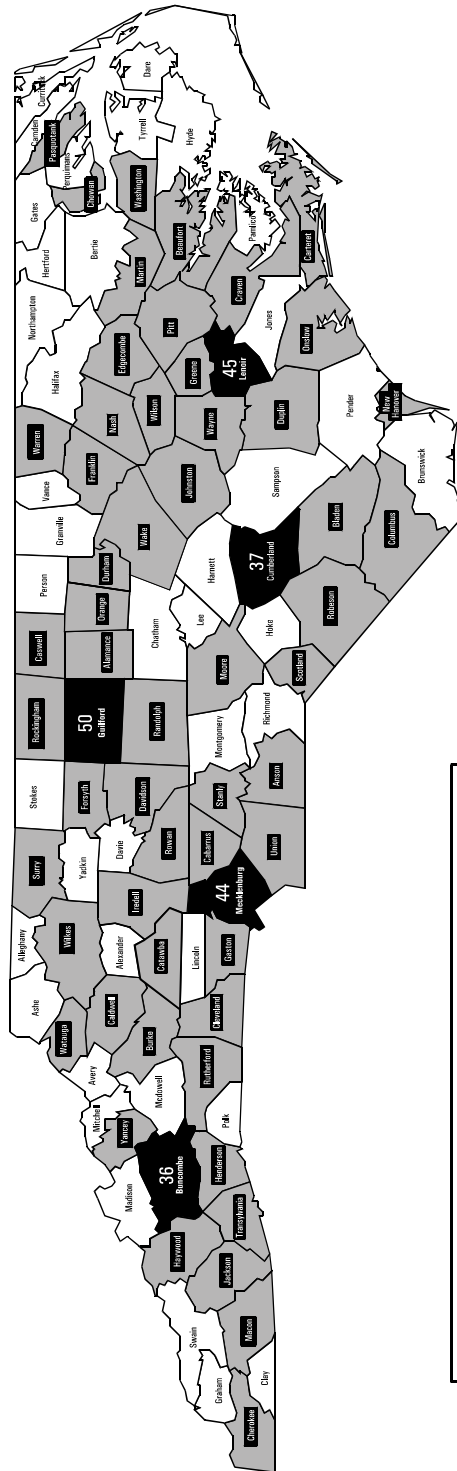
50. Understanding Child Mental Health Issues. This three-day training provides a basic understanding of the five childhood mental health problems most commonly seen in child welfare settings. Children in the foster care system have much higher rates of mental health problems than do children in the general population. Participants will learn the causes, symptoms, prognosis, risks, treatments and interventions for pediatric

depression, juvenile bipolar disorder, ADD/ADHD, oppositional-defiant and conduct disorder, and posttraumatic stress disorder. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

APPENDIX G:
TRAINING STATISTICS ACROSS
NORTH CAROLINA

N.C. Division of Social Services
Family Support and Child Welfare Services Statewide Training Partnership
2003 Year-End Training Report

Training Statistics Across North Carolina



Training Events Scheduled at
Regional Training Centers = 212

Asheville = 36

Charlotte = 44

Greensboro = 50

Fayetteville = 37

Kinston = 45

Gray = host of one
or more training events



Key Statistics

Total number of curricula offered:	50
Total number of training events:	329
Total number of training days:	1,267
Total number of county DSS workers registered:	7,596
Total number of other workers registered:	987

TABLES

Table 1: Training Events and Days Delivered During 2003

	NC DSS Children's Services Section, Staff Development Team Training	Total # Events	# Events at RTC's	Total Trng.Days
1.	2003 Multiple Response System Policy Training	10		10
2.	Adolescent Independent Living Group Work	1		3
3.	Adoptions in Child Welfare Services	5	5	15
4.	Adult Mental Health Issues which Impact Families Served by Child Welfare	4	4	8
5.	Case Planning and Management in Child Welfare Services	6	6	24
6.	Caution: Family Meeting Ahead! A Guide for Social Workers	2		2
7.	Child Development in Families at Risk	17	17	34
8.	Child Welfare in North Carolina, Weeks I, II, and III	42	42	504
9.	Child Welfare Services in NC for BSW Students	3		15
10.	Connecting With Families: Family Support in Practice	4		24
11.	Cornerstone I: Multiple Response Is System Reform	45		45
12.	Cornerstone II: What Is Good for Families Is Good for Workers	25	8	100
13.	Deciding Together	2	2	6
14.	Domestic Violence, An Overview	1	1	2
15.	Effects of Separation and Loss on Attachment	15	15	30
16.	Facilitator Training for Family-Centered Meetings: Getting Started	4	2	8
17.	Facilitator Training for Family-Centered Meetings: Sharpening Your Skills	5	2	10
18.	Family-Centered Practice Foundation in Family Preservation Programs	3		12
19.	Family-Centered Practice in Family Preservation Programs	3		18
20.	Financial and Legal Aspects of Adoption	1		2
21.	Foster Family Home Licensing in Child Welfare Services	5	5	15
22.	Helping Youth Reach Self-sufficiency (Foster Parent Training)	1		3
23.	In the Best Interests of the Child: Making Most of Visitation	6	6	12
24.	Intake in Child Welfare Services	3	3	9
25.	Intake Redesign in Child Welfare Services	5		5
26.	Interdependent Living	1		4
27.	Introduction to Child Sexual Abuse	8	8	48
28.	Introduction to Substance Abuse for Child Welfare Services	4	4	12
29.	Introduction to Supervision for Child Welfare Services	2	2	18
30.	IV-E: An Overview	7	7	7
31.	Leadership and Team Training – Leading Systems Transformation	1		1
32.	Legal Aspects of Child Welfare in North Carolina	12	2	24
33.	LINKS 101	2		6
34.	Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals	11	1	22
35.	Model Approach (MAPP/GPS)	9	6	72
36.	Money Matters: Foster Care Funding Basics	2	2	2
37.	Partners in Change I: A New Perspective on Child Protective Services	3	1	9
38.	Partners in Change II: Putting Partnership Principles into Practice	3		9
39.	Performance Based Behaviors – Making It Real Amongst the Ranks	1		2
40.	Placement in Child Welfare Services	6	6	24
41.	Real World Instructional Event	2		4

Table 1 (Continued): Training Events and Days Delivered During 2003

	NC DSS Children's Services Section, Staff Development Team Training	Total # Events	# Events at RTC's	Total Trng.Days
42.	Setting the Stage for Family-Centered Meetings: County Orientation	2		2
43.	Shared Parenting	5	5	15
44.	Structured Decision Making Assessments in Child Welfare Services	10	10	20
45.	Supporting Partnerships	2	2	4
46.	Taking the Next Steps	1		2
47.	Teaming for Successful Family Centered, Neighborhood Based (FCNB) Practice: The Social Worker/Caregiver Relationship	1	1	1
48.	The Emotional Aspects of Termination Parental Rights - TPR	5	5	10
49.	Understanding and Intervening in Child Neglect	5	5	15
50.	Understanding Child Mental Health Issues	6	6	18
TOTALS		329	191	1,267

Table 2: Individuals Registering for One or More Training Events in 2003

Number of Individuals Registering for One or More Training Events in 2003	
Individuals registered for one event	1708
Individuals registered for two events	858
Individuals registered for three events	562
Individuals registered for four events	336
Individuals registered for five events	163
Individuals registered for six events	101
Individuals registered for seven events	37
Individuals registered for eight events	24
Individuals registered for nine events	14
Individuals registered for ten events	7
Individuals registered for eleven events	2
Individuals registered for twelve events	1
Individuals registered for thirteen events	1
Individuals registered for fourteen events	1
TOTAL INDIVIDUALS	3815
TOTAL REGISTRATIONS	8583

**Table 3: Registrants from County DSS's by Curriculum
During 2003**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. 2003 Multiple Response System	445	432	13		57	3			505
2. Adolescent Independent Living Group Work	6	6							6
3. Adoptions in Child Welfare Services	54	54			9				63
4. Adult Mental Health Issues that Impact Families Served by Child Welfare	78	72	6		14	3			95
5. Case Planning and Management in Child Welfare Services	119	118	1		26				145
6. Caution: Family Meeting Ahead!	51	27*			1			8	60
7. Child Development in Families at Risk	283	265	13	5	39	6			328
8. Child Welfare in North Carolina, Weeks I, II, and III	472	471	1		47				519
9. Child Welfare Services in NC for BSW Students	3	3							3
10. Connecting With Families: Family Support in Practice	12	10	2		2				14
11. Cornerstone I: Multiple Response Is System Reform	1266	1266			18				1284
12. Cornerstone II: What Is Good for Families Is Good for Workers	488	464	17	7	56	14			558
13. Deciding Together	11	11			1				12
14. Domestic Violence, An Overview	105	12		93	16	1			122
15. Effects of Separation and Loss	279	239	12	28	39	2			320
16. Facilitator Training: Getting Started	55	53	2		12				67

*24 registrations with trainee post events status "not specified"

**Table 3 (Continued): Registrants from County DSS's by Curriculum
During 2002**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
17. Facilitator Training: Sharpening Your Skills	55	53	2		9				64
18. Family-Centered Practice Foundation in Family Preservation Programs	4	2	2		3				7
19. Family-Centered Practice in Family Preservation Programs	7	7			1				8
20. Financial and Legal Aspects of Adoption	28	10	1	17	7				35
21. Foster Family Home Licensing in Child Welfare Services	40	38	2		10				50
22. Helping Youth Reach Self-sufficiency (Foster Parent Training)	2	2			1				3
23. In the Best Interesting of the Child: Making Most of Visitation	77	69	8		6				83
24. Intake in Child Welfare Services	61	38		23	10			1	72
25. Intake Redesign in Child Welfare Services	403	378	25		150	9	14		576
26. Interdependent Living	23	23			1	7			31
27. Intro to Child Sexual Abuse	174	163	11		36	9	10	2	231
28. Introduction to Substance Abuse for Child Welfare Services	54	51	3		13	1			68
29. Introduction to Supervision for Child Welfare Services	34	34			3	3			40
30. IV-E: An Overview	71	61	2	8	18				89
31. Leadership and Team Training	8	8			2				10
32. Legal Aspects of Child Welfare	425	389	36		54	22			501
33. LINKS 101	32	28	4		3	5			40
34. Medical Aspects of Child Abuse & Neglect	374	356	18		56	21			451
35. Model Approach (MAPP?GPS)	72	70	2		11	6			89

**Table 3 (Continued): Registrants from County DSS's by Curriculum
During 2003**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
36. Money Matters: Foster Care Funding Basics	39	36	3		5	9			53
37. Partners in Change I	80	70	9	1	18				98
38. Partners in Change II	61	49	4	8	30				91
39. Performance Based Behaviors	15	13	2						15
40. Placement in Child Welfare Serv.	68	68			17				85
41. Real World Instructional Event	18	17	1						18
42. Setting the Stage for Family-Centered Meetings: County Orientation	28	26	2		2				30
43. Shared Parenting	53	43	3	7	11	10		1	75
44. Structured Decision Making Assessments in Child Welfare Services	136	134	2		33	2			171
45. Supporting Partnerships	49	33	2	14	15				64
46. Taking the Next Steps	6	4	2						6
47. Teaming for Successful Family-Centered, Neighborhood Based (FCNB) Practice	7	4	3						7
48. The Emotional Aspects of Termination Parental Rights - TPR	59	55	4		13			1	73
49. Understanding and Intervening in Child Neglect	78	73	5		14				92
50. Understanding Child Mental Health Issues	112	102	10		27	11	19		169
TOTAL	6480	6034	235	211	916	144	43	13	7596

**Table 4: Registrants from Other Agencies by Curriculum
During 2003**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. 2003 Multiple Response System	9	9		3					12
2. Adolescent Independent Living Group Work	12	10	2		3				15
3. Adoptions in Child Welfare Services	10	10			4				14
4. Adult Mental Health Issues that Impact Families Served by Child Welfare					1			1	2
5. Case Planning and Management in Child Welfare Services	1	1			1				2
6. Caution: Family Meeting Ahead!	2	2							2
7. Child Development in Families at Risk	28	24	3	1	3				31
8. Child Welfare in North Carolina, Weeks I, II, and III	15	14	1		5				20
9. Child Welfare Services in NC for BSW Students	5	5							5
10. Connecting With Families: Family Support in Practice	129	121	8		27				156
11. Cornerstone I: Multiple Response Is System Reform	62	62			15				77
12. Cornerstone II: What Is Good for Families Is Good for Workers	8	8			3				11
13. Deciding Together	24	23	1		6				30
14. Domestic Violence, An Overview								1	1
15. Effects of Separation and Loss	11	9	1	1	2				13
16. Facilitator Training: Getting Started	4	4							4

**Table 4 (Continued): Registrants from Other Agencies by Curriculum
During 2003**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
17. Facilitator Training: Sharpening Your Skills	4	4							4
18. Family-Centered Practice Foundation in Family Preservation Programs	66	63	3		10				76
19. Family-Centered Practice in Family Preservation Programs	65	59	6		8				73
20. Financial and Legal Aspects of Adoption	6	6			2				8
21. Foster Family Home Licensing in Child Welfare Services	9	9		3					12
22. Helping Youth Reach Self-sufficiency (Foster Parent Training)	20	17	3		2				22
23. In the Best Interest of the Child: Making Most of Visitation	6	2	4						6
24. Intake in Child Welfare Services	2			2					2
25. Intake Redesign in Child Welfare Services	24	23	1		2				26
26. Interdependent Living	1	1				1			2
27. Intro to Child Sexual Abuse	4	3	1		1	2			7
28. Introduction to Substance Abuse for Child Welfare Services	5	4	1		1				6
29. Introduction to Supervision for Child Welfare Services								2	2
30. IV-E: An Overview	3	3			2				5
31. Leadership and Team Training	4	3	1						4
32. Legal Aspects of Child Welfare	8	8			1				9
33. LINKS 101	17	13	4		8	10			35
34. Medical Aspects of Child Abuse & Neglect	4	3	1		1				5

**Table 4 (Continued): Registrants from Other Agencies by Curriculum
During 2003**

Training	1 Accepted	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
35. Model Approach (MAPP/GPS)	97	95*	2		14	4			115
36. Money Matters: Foster Care Funding Basics	10	10			4				14
37. Partners in Change I	5	4	1						5
38. Partners in Change II									
39. Performance Based Behaviors	4	4							4
40. Placement in Child Welfare Serv.	3	3			1				4
41. Real World Instructional Event	16	11	5		1				17
42. Setting the Stage for Family-Centered Meetings: County Orientation	27	27							27
43. Shared Parenting	32	24		8	9	4			45
44. Structured Decision Making Assessments in Child Welfare Services	5	5				1			6
45. Supporting Partnerships	1	1							1
46. Taking the Next Steps	16	13	3						16
47. Teaming for Successful Family-Centered, Neighborhood Based (FCNB) Practice	4	3	1						4
48. The Emotional Aspects of Termination Parental Rights - TPR	5	4	1						5
49. Understanding and Intervening in Child Neglect	2	2			1				3
50. Understanding Child Mental Health Issues	10	8	2		1	2	9		22
TOTAL	805	737	56	12	145	24	9	4	987

*1 registration with trainee post event status "not specified"

**Table 5: Registrants by NC County Departments of
Social Services During 2003**

		NUMBER OF REGISTRANTS													
COUNTY DSS	OVERALL				NO		REGISTRANT		WAITING		REGISTRATION		EVENT		Pre-requisite not met
	REGISTERED		ATTENDED		SHOW		CANCELED		LIST		CLOSED		NOT HELD		
1. Alamance	92		81	87%	4	5%	3	4%			2	2%	2	2%	
2. Alexander	26		20	77%	1	4%	4	15%					1	4%	
3. Alleghany	8		6	74%	1	13%			1	13%					
4. Anson	20		16	80%	2	10%	1	5%	1	5%					
5. Ashe	15		12	79%	1	7%	1	7%	1	7%					
6. Avery	18		16	88%			1	6%					1	6%	
7. Beaufort	50		36	72%	1	2%	10	20%	2	4%			1	2%	
8. Bertie	16		15	94%			1	6%							
9. Bladen	66		48	71%	1	2%	7	10%	3	5%	3	5%	3	5%	1 – 2%
10. Brunswick	42		36	86%			6	14%							
11. Buncombe	145		127	87%	6	4%	9	6%	1	1%			1	1%	1 – 1%
12. Burke	56		45	80%	5	9%	6	11%							
13. Cabarrus	153		110	72%	9	6%	25	16%	2	1%	2	1%	5	4%	
14. Caldwell	175		113	65%	8	4%	43	24%	1	1%			10	6%	
15. Camden	6		6	100%											
16. Carteret	47		40	85%	2	4%	5	11%							
17. Caswell	39		34	87%			4	10%	1	3%					
18. Catawba	129		107	83%	2	2%	12	9%	1	1%			7	5%	
19. Chatham	63		37	59%	1	2%	14	23%	1	2%			5	8%	5 – 8%
20. Cherokee	36		35	97%	1	3%									
21. Chowan	14		11	79%			3	21%							
22. Clay	20		19	95%	1	5%									

**Table 5 (Continued): Registrants by NC County Departments of
Social Services During 2003**

NUMBER OF REGISTRANTS														
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD	Pre-requisite not met
23. Cleveland	141		124	88%	5	3%	11	8%	1	1%				
24. Columbus	53		49	92%	2	4%			2	4%				
25. Craven	115		84	73%	3	2%	16	14%	4	4%			5	5%
26. Cumberland	261		204	78%	16	6%	22	8%	7	3%	2	1%	10	4%
27. Currituck	29		24	83%	1	3%	1	3%	3	11%				
28. Dare	14		10	71%			4	29%						
29. Davidson	123		106	86%	1	1%	8	7%	3	2%	1	1%	4	3%
30. Davie	26		22	84%	2	8%	1	4%					1	4%
31. Duplin	75		61	81%			9	12%					5	7%
32. Durham	206		172	83%	4	2%	25	12%	4	2%			1	1%
33. Edgecombe	95		77	81%	1	1%	10	11%	4	4%			3	3%
34. Forsyth	225		182	81.5%	3	1%	28	12%	3	1%	8	4%	1	.5%
35. Franklin	42		26	62%	2	5%	12	29%					1	2%
36. Gaston	191		162	85%	4	2%	16	8.5%	2	1%	1	.5%	6	3%
37. Gates	14		13	93%			1	7%						
38. Graham	30		24	80%	5	17%	1	3%						
39. Granville	26		17	66%			4	15%	4	15%			1	4%
40. Greene	23		21	91%			2	9%						
41. Guilford	139		91	65%	8	6%	21	15%	5	4	7	5%	6	4
42. Halifax	68		55	82%	3	4%	6	8%	4	6%				
43. Harnett	93		76	82%	6	6%	8	9%	3	3%				
44. Haywood	104		87	83%	7	7%	9	9%					1	1%
45. Henderson	102		87	85%	2	2%	7	7%	1	1%			5	5%
46. Hertford	29		25	86%			2	7%					2	7%

**Table 5 (Continued): Registrants by NC County Departments of
Social Services During 2003**

NUMBER OF REGISTRANTS														
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD	Pre-requisite not met
47. Hoke	23		20	87%	1	1%	1	1%					1	1%
48. Hyde	8		7	87%									1	13%
49. Iredell	149		117	77%	4	3%	19	13%	4	3%	1	3%	4	3%
50. Jackson	58		44	76%	1	2%	10	17%					3	5%
51. Johnston	40		28	70%	4	10%	3	8%	5	12%				
52. Jones	20		18	90%			2	10%						
53. Lee	61		42	69%	1	2%	13	20%			1	2%	4	7%
54. Lenoir	101		78	77%	2	2%	21	21%						
55. Lincoln	64		49	77%	2	3%	11	17%	2	3%				
56. Macon	35		24	68%	2	6%	9	26%						
57. Madison	20		15	75%			3	15%					2	10%
58. Martin	35		33	94%			1	3%					1	3%
59. McDowell	48		39	82%	1	2%	6	12%	1	2%			1	2%
60. Mecklenburg	366		255	70%	25	7%	75	20%	2	.5%			9	2.5%
61. Mitchell	10		8	80%			2	20%						
62. Montgomery	26		21	81%			4	15%					1	4%
63. Moore	76		61	80%	2	3%	9	12%	1	1%			3	4%
64. Nash	182		137	75%	7	4%	33	18%	3	2%			2	1%
65. New Hanover	154		141	92%	1	.5%	11	7%					1	.5%
66. Northampton	25		20	80%	1	4%	4	16%						
67. Onslow	332		260	77%	9	4%	48	14%	7	2%			8	3%
68. Orange	124		95	77%	2	2%	14	10%	1	1%	1	1%	11	9%
69. Pamlico	42		35	83%			4	10%	2	5%			1	2%
70. Pasquotank	93		77	83%			11	12%					5	5%

**Table 5 (Continued): Registrants by NC County Departments of
Social Services During 2003**

NUMBER OF REGISTRANTS															
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre-requisite not met
71. Pender	33		31	94%			2	6%							
72. Perquimans	14		13	93%			1	7%							
73. Person	39		34	87%	1	3%	1	3%	3	7%					
74. Pitt	97		73	76%	2	2%	10	10%	2	2%	1	1%	9	9%	
75. Polk	12		10	83%	2	17%									
76. Randolph	86		69	80%	1	1%	5	6%	4	5%			7	8%	
77. Richmond	56		43	77%	2	4%	7	11%	2	4%			2	8%	
78. Robeson	183		165	90%	5	3%	11	6%	1	5%	1	5%			
79. Rockingham	52		47	90%			1	2%	4	8%					
80. Rowan	93		73	78%	1	1%	10	11%	7	8%			2	2%	
81. Rutherford	71		61	86%	3	4%	2	3%	2	3%	1	1%	2	3%	
82. Sampson	26		19	73%			4	15%	3	12%					
83. Scotland	49		45	92%	2	4%			1	2%	1	2%			
84. Stanly	41		33	80%			6	16%			1	3%	1	3%	
85. Stokes	44		22	50%	4	9%	12	27%	3	7%			3	7%	
86. Surry	58		45	78%			7	12%					6	10%	
87. Swain	45		29	65%	1	2%	13	29%					2	4%	
88. Transylvania	9		9	100%											
89. Tyrrell	6		4	66%			2	34%							
90. Union	144		108	74%	2	2%	17	11%	2	2%	2	2%	13	9%	
91. Vance	59		47	79%			9	15%	1	2%			2	4%	
92. Wake	319		237	74%	16	5%	42	13%	10	3%	3	1%	11	4%	
93. Warren	40		31	77.5%			9	22.5%							

Table 5 (Continued): Registrants by NC County Departments of Social Services During 2003

NUMBER OF REGISTRANTS															
COUNTY DSS	OVERALL REGISTERED		ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre-requisite not met
94. Washington	46		35	76%			9	20%	2	4%					
95. Watauga	18		17	94%			1	6%							
96. Wayne	52		47	90%			2	4%	1	2%	1	2%	1	2%	
97. Wilkes	58		45	77%	1	2%	9	15%	1	2%	2	4%			
98. Wilson	187		155	83%	4	2%	21	11.5%	1	.5%	1	.5%	4	2%	1 – .5%
99. Yadkin	31		26	84%			5	16%							
100. Yancey	76		68	89%	2	3%	5	7%	1	1%					
GRAND TOTAL	7596		6034	79%	235	3%	916	12%	144	2%	43	.6%	211	3%	13 – .4%

Total Number of Registrants from Other Agencies and Their Employment Type

Number Of Registrants		Number Of Registrants By Employment Type	
o Attended	737	o County Non-DSS	52
o No Show	56	o Federal Agencies	23
o Cancelled	145	o Not Applicable (Students/Foster Parents)	182
o Waiting List	24	o Private Agencies/Business	537
o Registration Closed	9	o Private Universities/Colleges	8
o Prerequisite not met	4	o State Agencies/Public Universities	185
o Event not held	12		
Total Registered	987		

**Table 6: Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2003**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
1.	2003 Multiple Response System Policy Training											10	517
2.	Adolescent Independent Living Group Work											1	21
3.	Adoptions in Child Welfare Serv.			2	28	1	18	1	19	1	12		
4.	Adult Mental Health Issues that Impact Families Served by Child Welfare	1	20					2	48	1	29		
5.	Case Planning and Management in Child Welfare Services	1	12	1	24	1	27	2	55	1	29		
6.	Caution: Family Meeting Ahead!											3*	62
7.	Child Development in Families at Risk	3	42	3*	53	3	63	4	94	6*	107		
8.	Child Welfare in North Carolina, Weeks I, II, and III	8	86	8	99	9	117	9	139	8	98		
9.	Child Welfare Services in NC for BSW Students											3	8
10.	Connecting With Families: Family Support in Practice											4	170
11.	Cornerstone I: Multiple Response Is System Reform											48*	1361
12.	Cornerstone II: What Is Good for Families Is Good for Workers	2	50			3	80	1	33	2	50	19*	356
13.	Deciding Together			1	21			1	21				
14.	Domestic Violence, An Overview	2*	27	1*	15	1*	9	2*	31	2*	41		
15.	Effects of Separation and Loss on Attachment	2	20	4*	37	2	46	5*	116	5	114		
16.	Facilitator Training: Getting Started	1*				1	22	1	21			2	28
17.	Facilitator Training: Sharpening Your Skills	1	11					1	9			3	48

**Table 6 (Continued): Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2003**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
18.	Family-Centered Practice Foundation in Family Preservation Programs											3	83
19.	Family-Centered Practice in Family Preservation Programs											3	81
20.	Financial and Legal Aspects of Adoption											3*	43
21.	Foster Family Home Licensing in Child Welfare Services	1	10	1	5	1	8	1	15	1	24		
22.	Helping Youth Reach Self-sufficiency (Foster Parent Training)											1	25
23.	In the Best Interesting of the Child: Making Most of Visitation	1	11	1	13	2	31	1	16	1	18		
24.	Intake in Child Welfare Services	1	5	1*	2			2*	32	2*	35		
25.	Intake Redesign in Child Welfare Services											5	602
26.	Interdependent Living											1	33
27.	Introduction to Child Sexual Abuse	1	25	2	42	1	44	2	61	2	66		
28.	Introduction to Substance Abuse for Child Welfare Services	1	16	1	17			1	35	1	6		
29.	Introduction to Supervision for Child Welfare Services							1	25	1	17		
30.	IV-E: An Overview	2	16	2	19	2*	20	2	38	1*	1		
31.	Leadership and Team Training – Leading Systems Transformation											1	14
32.	Legal Aspects of Child Welfare in North Carolina			2	100							10	410

**Table 6 (Continued): Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2003**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
33.	LINKS 101											2	75
34.	Medical Aspects of Child Abuse & Neglect for Non-Medical Professionals			1	63							10	393
35.	Model Approach (MAPP/GPS)			2	53	1	20	2	57	1	21	3	53
36.	Money Matters: Foster Care Funding Basics			1	30					1	37		
37.	Partners in Change I			1	26							3*	77
38.	Partners in Change II											4*	91
39.	Performance Based Behaviors											1	19
40.	Placement in Child Welfare Services	1	13	1	6	1	29	2	30	1	11		
41.	Real World Instructional Event											2	35
42.	Setting the Stage for Family-Centered Meetings: County Orientation											2	57
43.	Shared Parenting	1	22	2*	48	1	21	1	22	1	7		
44.	Structured Decision Making Assessments in Child Welfare Services	2	23	2	36	2	28	2	29	2	61		
45.	Supporting Partnerships	1*	7	1	38			1	13	1*	7		
46.	Taking the Next Steps											1	22
47.	Teaming for Successful Family-Centered, Neighborhood Based (FCNB) Practice					1	11						
48.	The Emotional Aspects of Termination Parental Rights - TPR	1	8	1	24	1	11	1	21	1	14		

**Table 6 (Continued): Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2003**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
49.	Understanding and Intervening in Child Neglect	1	6	1	27	1	14	1	22	1	26		
50.	Understanding Child Mental Health Issues	1	8	1	40	2	54	1	45	1	44		
TOTAL		36	438	44	866	37	673	50	1047	45	875	148	4684

Total events scheduled at RTC	212 [191 (delivered) + 21 *(cancelled/re-scheduled due to inclement weather/low registration/budget cuts)]
Total overall events scheduled	360 [329 (delivered) + 31 *(cancelled/re-scheduled due to inclement weather/low registration/budget cuts)]
Total registrations for events held at RTCs	3,899
Total overall registrations received	8,583